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NOTES AND NEWS.

At the ninth annual meeting of the Central Association of Science and Mathematics Teachers, a committee appointed the year preceding made an extended report on the securing of real, applied problems in algebra and geometry suitable for use in secondary schools. A large number of teachers had contributed problems during the year and these had been printed in *School Science and Mathematics*. It was pointed out, however, that in many such problems the technical information necessary made them unsuitable for young students, and even problems which might be understood by boys would, in most cases, be little adapted to girls. For this reason most technical problems drawn from carpentry, masonry, machine shops, etc., are of doubtful practical application in the schoolroom. But it was also pointed out that problems in geometry drawn from architecture, decorative and ornamental design are less technical in character and are equally well adapted to both boys and girls.

This question, of vital importance in secondary work, is also commanding attention in college courses and is materially affecting the character of college texts, especially in the calculus.

Another committee reported on the question of unified mathematics for secondary schools, a subject which is also of interest in respect to college mathematics. S.

BOOKS.

Descriptive Geometry. A Treatise from a Mathematical Standpoint, together with a Collection of Exercises and Practical Applications. By Victor T. Wilson, M. E., Professor of Drawing and Design, Michigan Agricultural College. 8vo, viii+237 pages, 140 figures. Cloth, \$1.50 net. New York: John Wiley & Sons.

Descriptive geometry is essentially a mathematical subject. The application of its principles to the making of working drawings, however, and the modifications which are made to suit the contingencies of practice, have had a tendency to obscure this fact, and like other theoretical subjects it has suffered mutilation in the interest of short cuts to immediate practical uses. But does not technical education, after all, consist chiefly in an equipment of sound theory? It has been the author's purpose to refrain from any attempt to hold the student's interest by clothing a few principles with some immediate practical application, but instead, to present a sound theoretical treatment. How well he has succeeded he leaves others to judge.

The principles are herein formulated under theorems, as to plane and solid geometry; Illustrative problems are solved in accordance with these theorems and special constructions discussed. The plan of, at least, one well known text is followed of dividing all problems in two parts; the first of which is a statement of the geometrical principles and

the theoretical solution called an analysis; the second is a description of a graphic solution, accompanied by a drawing. An important feature is added, however, of giving the statement of the geometrical conditions and the solution in the analysis in a general form, instead of being made to refer to a certain kind of problem exclusively. *From the Preface.*

The Slide Rule. An Elementary Treatise. By J. J. Clark, M. E. (Lehigh), Dean of the Faculty, International Correspondence Schools, Manager of the Text-book Department, International Text-book Co. Cloth, 62 pages. Scranton, Pa.: Technical Supply Co.

In this little volume, are set forth in detail the use and applications of the slide rule. As many practical men are using the slide rule, this little volume will enable them to extend their knowledge of its application. F.

College Algebra. By H. L. Rietz, Ph. D. (Cornell), Assistant Professor of Mathematics, University of Illinois, and A. R. Carthorne, Ph. D. (Goettingen), Associate Professor of Mathematics, University of Illinois. 8vo. Cloth, xiii+261 pages. Price, \$1.40. New York: Henry Holt & Co.

The book begins with a review of High School Algebra, for the benefit of the student who, having had his high school algebra two years before entering college, requires a hasty review of first principles. However, it is not all review; some matter, for example, determinants and graphs, is introduced in order to give the student, at the outset, an enlarged conception of the subject. Many problems from physics and engineering are introduced, yet in this particular the work is not overdone. The book is one of merit, and will lend itself readily to successful teaching. F.

A Text-book of General Physics for Colleges: Mechanics and Heat. By J. A. Culler, Ph. D., Professor of Physics, Miami University. 8vo. Cloth, ix+311 pages. Price, \$1.80. Philadelphia: J. B. Lippincott & Co.

In this book, the principles of Mechanics and Heat are set forth in clear and simple terms. The type is large and the illustrations good. Reference matter and tables are placed in an appendix. A number of short lists of problems are found where needed to illustrate principles, and the answers are given at the end of the lists. A table of sines, cosines, tangents, etc., are also appended. The book will be serviceable to those teachers who prefer texts dealing with specific topics. F.

Dynamical Theory of the Capture of Satellites and of the Division of Nebulae under the Secular Action of the Resisting Medium. By T. J. J. See. Reprinted from the *Astr. Nach.*, Vol. 181.

The author has attempted to show by mathematical reasoning that the solar system had its origin, not by the formation of the planets and satellites detached from a central mass as was assumed by LaPlace, but that these planets and satellites were captured from without and have since had their orbits reduced in size and rounded up under the secular action of a resisting medium. The article is interesting even though one might not agree with all the assumptions necessary to establish the conclusions to which the author's reasoning leads. F.

ERRATA.

Page 174, line 24, for "have been printed" read "had been printed."

Page 176, line 30, for "like questions" read "like question."

Page 177, line 16, for "improvements" read "improvement."